



NOTRE DAME



Beginning Chorus

MYP Level I

Grade 6

Joshua VanderWeide

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I. Course Description:

This course is designed to give every student the opportunity to explore and develop his or her own musical abilities. Students will be exposed to the fundamentals of music performance, vocal technique, music reading/ear training and music theory. The aims and objectives of this course (in conjunction with Michigan State Standards) include: singing a varied repertoire of music, composing music within specified guidelines, reading and notating music, listening to, analyzing, and describing music, evaluating music and music performances, understanding relationships between music, the other arts, and disciplines outside the arts and understanding music in relation to history and culture.

II. Areas of Interaction:

Approaches to Learning. Students are challenged to learn and eventually perform pieces of music. Collaborative skills and attitudes toward their work in class will be stressed daily. Evaluation of their own performance as well as the groups' performance will be explored in order to achieve their full potential.

Community and Service. The choral classroom provides an exceptional environment for students to learn how we live in relation to each other and how each individual can contribute to the group. Students will also perform at various public concerts throughout the semester.

Human Ingenuity. By listening to and performing varied repertoire, students gain a unique perspective on why and how humans create.

Health and Social Education. Students will study posture and how body function is related to breathing. They will develop breath management techniques and explore how group behavior effects the choral rehearsal.

III. Aims and Objectives:

AIMS – To encourage and enable the students to:

- experience and develop curiosity, interest and enjoyment in their own creativity and that of others.
- explore through the process of vocal performing art.
- acquire and develop skills needed for the creation of vocal performing art.
- use the language, concepts, and principles of vocal performing art.
- communicate their thoughts and ideas through vocal performing art.
- reflect on, appreciate and evaluate their work and the work of others.
- develop receptiveness to performing art forms across time, place and cultures, and perceive the significance of these art forms as an integral part of life.

OBJECTIVES – At the end of the course, students should be able to:

- perform a melody as well as multiple part music (rounds, part songs) with sensitivity to blend, style and phrase structure.
- demonstrate knowledge and understanding of basic vocal technique (posture, breath control, tone quality) as well as the issue of voice change and health.
- demonstrate understanding of proper rehearsal etiquette stressing the importance of procedures, cooperation, and conformity in the rehearsal process.
- read a 4 measure primary level exercise using movable “do” solfege.
- recognize and understand the basics of music theory as they pertain to reading notated music. (tempo, time and key signatures, note and rest values)
- use their voice confidently to express and communicate while demonstrating a range of technical skills.
- present work through formal or informal performance and exhibition.
- reflect upon and evaluate their own work in order to set goals for future development.
- assess and appraise their work and that of others.
- use group discussion and feedback to support and promote creative development.
- show initiative, creativity and a willingness to take risks.

IV. Texts and Resources:

Collins, Don L., *The Adolescent Reading Singer*. Cambiata Press, 1977
Feierabend, John M., *Conversational solfege*. GIA Publications, Inc., 2001
Phillips, Kenneth H., *Teaching Kids To Sing*. Schirmer Books, 1996.

V. Methodology:

Classes will be taught through demonstration, lecture, discussion and small and large group work.

VI. Methods of Assessment:

Formative assessment of student progress in the area of vocal technique will be assessed through the evaluation of their performance individually and in small and large groups. Music reading, music theory and ear training may be assessed with the use of short tests and quizzes. A developmental notebook containing unit information, repertoire and reflection materials will be assessed on a regular basis. The students’ level of participation will also be assessed throughout the year using a four point system.

Students also will be assessed using MYP assessment criteria. In criterion-referenced assessment student work is assessed against defined assessment criteria, not against the work of other students. Students will be assessed on each of the following IB MYP criterion related to vocal performance:

- A. Knowledge and Understanding
- B. Application
- C. Reflection and Evaluation
- D. Artistic Awareness and Personal Engagement

VII. Grading policy including the use of MYP criteria:

Participation will make up approximately half of the students phase and final grade. Summative assessments such as a concert performance will also contribute to a students’ final grade. Final grades will be assigned using the following scale:

- 100 – 90 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- Below 60 = F



NOTRE DAME



Intermediate Chorus

MYP Levels II-III

Grades 7-8

Joshua VanderWeide

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I. Course Description:

This course is designed to give every student the opportunity to explore and develop his or her own musical abilities. Students will further develop the fundamentals of music performance, vocal technique, music reading/ear training and music theory. The aims and objectives of this course (in conjunction with Michigan State Standards) include: singing a varied repertoire of music alone and with others, composing music within specified guidelines, reading and notating music, listening to, analyzing, and describing music, evaluating music and music performances, understanding relationships between music, the other arts, and disciplines outside the arts and understanding music in relation to history and culture.

II. Areas of Interaction:

Approaches to Learning. Students are challenged to learn and eventually perform pieces of music. Collaborative skills and attitudes toward their work in class will be stressed daily. Evaluation of their own performance as well as the groups' performance will be explored in order to achieve their full potential.

Community and Service. The choral classroom provides an exceptional environment for students to learn how we live in relation to each other and how each individual can contribute to the group. Students will also perform public concerts throughout the year.

Human Ingenuity. By listening to and performing varied repertoire, students gain a unique perspective on why and how humans create. Students will also be given the opportunity to compose simple melodies and songs.

Health and Social Education. Students will study posture and how body function is related to breathing. They will develop breath management techniques and explore how group behavior effects the choral rehearsal.

III. Aims and Objectives:

AIMS – To encourage and enable the students to:

- experience and develop curiosity, interest and enjoyment in their own creativity and that of others.
- explore through the process of vocal performing art.
- acquire and develop skills needed for the creation of vocal performing art.
- use the language, concepts, and principles of vocal performing art.
- communicate their thoughts and ideas through vocal performing art.
- create vocal performing art work.
- reflect on, appreciate and evaluate their work and the work of others.

- develop receptiveness to performing art forms across time, place and cultures, and perceive the significance of these art forms as an integral part of life.

OBJECTIVES – At the end of the course, students should be able to:

- perform primary to intermediate level multiple part music (rounds, part songs, 2 to 4 part choral music) with sensitivity to blend, style and phrase structure.
- demonstrate knowledge and understanding of basic vocal technique (posture, breath control, tone quality) as well as the issue of voice change and health.
- demonstrate understanding of proper rehearsal etiquette stressing the importance of procedures, cooperation, and conformity in the rehearsal process.
- read an 8 measure primary to intermediate level exercise using movable “do” solfege.
- recognize and understand the basics of music theory as they pertain to reading notated music. (tempo, time and key signatures, note and rest values)
- demonstrate an understanding of music notation through simple rhythmic and melodic dictation.
- use their voice confidently to express and communicate while demonstrating a range of technical skills.
- present work through formal or informal performance and exhibition.
- reflect upon and evaluate their own work in order to set goals for future development.
- assess and appraise their work and that of others.
- use group discussion and feedback to support and promote creative development.
- show initiative, creativity and a willingness to take risks.

IV. Texts and Resources:

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$$80 - 89 = B$$

$$70 - 79 = C$$

$$60 - 69 = D$$

$$\text{Below } 60 = F$$